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ABSTRACT

The booklet describes seven assessment instruments that may be helpful in planning educational programs for mildly educationally handicapped secondary students. Each instrument is outlined in terms of ordering information, target population, areas assessed, materials included, time required for administration, group size, format and administration, scoring, interpretation of scores, and use of information. The following instruments are described: Woodcock-Johnson Psycho-Educational Battery; Social and Prevocational Information Battery; Picture Interest Exploration Survey; The Self Directed Search for Educational and Vocational Planning, Form E; Judgment of Occupational Behavior Orientation; California Occupational Preference System II, Intermediate Inventory; and Program for Assessing Youth Employment Skills. (CL)

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descriptions of:

. . . . . *a selection of assessment instruments*

The selection of assessment instruments described within this pamphlet may be useful in education program planning for mildly educationally handicapped secondary age students.

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Project CAST

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Woodcock-Johnson Psycho-Educational Battery

Robert W. Woodcock and
M. Bonner Johnson, 1977

Ordering Information: Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

Target Population: Pre-school (3 years of age) to geriatric level

Areas Assessed: Part I: Tests of Cognitive Ability measures the subject's cognitive functions and scholastic aptitudes. It consists of the following 12 sub-tests:

1. Picture vocabulary
2. Spatial relations
3. Memory for sentences
4. Visual-auditory learning
5. Blending
6. Quantitative concepts
7. Visual matching
8. Antonyms-synonyms
9. Analysis-synthesis
10. Numbers reversed
11. Concept formation
12. Analogies

Specific sub-tests may be administered to derive the following cluster scores:

Broad cognitive ability - full scale (all 12 sub-tests)

Broad cognitive ability - pre-school scale (6 sub-tests)

Broad cognitive ability - brief scale (2 sub-tests)

Verbal ability (3 sub-tests)

Reasoning (4 sub-tests)

Perceptual speed (3 sub-tests)

Memory (2 sub-tests)

Reading aptitude (4 sub-tests)

Mathematics aptitude
(4 sub-tests)

Written language aptitude
(4 sub-tests)

Knowledge aptitude (4 sub-tests)

Part II: Tests of Achievement measures the subject's skill in reading, mathematics, and written language, as well as knowledge in science, social studies, and humanities. It consists of the following ten (10) sub-tests:

13. Letter-word identification
14. Word attack
15. Passage comprehension
16. Calculation
17. Applied problems
18. Dictation
19. Proofing
20. Science
21. Social studies
22. Humanities

Specific sub-tests may be administered to derive the following cluster scores:

Reading (3 sub-tests)

Mathematics (2 sub-tests)

Written language (2 sub-tests)

Knowledge (3 sub-tests)

Skills (3 sub-tests)

Part III: Tests of Interest Level measures the "subject's level of preferences for participating in various scholastic and non-scholastic activities". It consists of the following five (5) sub-tests:

23. Reading interest
24. Mathematics interest
25. Written language interest
26. Physical interest
27. Social interest

Specific sub-tests may be administered to derive the following cluster scores:

Scholastic interest (3 sub-tests)

Non-scholastic interest (2 sub-tests)

Materials: Test Book 1 (includes Part I)
Test Book 2 (includes Parts II and III)
Student Response Booklet Part I
Student Response Booklet Parts II and III
Pencils

Time:
Part I - 1 - 1 1/2 hours
Part II - 30 - 45 minutes
Part III - 15 - 20 minutes

Group Size: Individually administered

Format and Administration: The easel-type test books include the basals and ceilings, suggested starting points, and directions for administration at the beginning of each sub-test. On the subject's side of the test book are the necessary visual items. All items on the page are to be administered. The examiner records the subject's responses

on all sub-tests except Calculation and Dictation.

Scoring: The number of correct responses on each sub-test are counted to obtain the raw scores. Through the use of the tables, these raw scores may be converted to the following: grade equivalent scores, age equivalent scores, percentiles, extended grade scales, extended age scales, expected achievement range, relative performance index, standard score scales, stanines, normal curve equivalents, instructional ranges, functioning levels, and achievement-aptitude difference scores.

Interpretation: Scores may be plotted on the:

1. percentile rank profile
2. sub-test profile (grade equivalent scale)
3. achievement-aptitude profile
4. instructional implications profile

Use of Information: It is recommended that the results of this instrument be compared to other assessments of this subject, and be used for educational program planning by comparing the subject's strengths and weaknesses in ability, achievement, and interests.

Social And Prevocational Information Battery (SPIB)

developed by Andrew Halpern, Paul Raffeld, Larry K. Irvin, and Robert Link, 1975

Social And Prevocational Information Battery (SPIB), Form T

developed by Larry K. Irvin, Andrew S. Halpern, and William M. Reynolds, 1979

Ordering Information:

Publishers Test Service
CTB/McGraw-Hill
2500 Garden Road
Monterey, California 93940

Target Population:

1. Educable mentally retarded adolescents
2. This assessment tool was revised in 1979 to be used with trainable and educable mentally retarded adolescents and adults (Form T).

Areas Assessed:

The nine (9) sub-tests measure skills and competencies for community adjustment:

Hygiene and Grooming
Functional Signs
Job-Related Behavior
Home Management
Health Care
Job Search Skills
Budgeting
Banking
Purchasing Habits

Materials:

For each student:

1 test booklet
2 pencils with erasers
1 pre-test (Form T only)

For the examiner:

1 Examiner's Manual
1 Pre-test (for demonstration)
1 test booklet (for demonstration)

Time:

10 - 20 minutes for each sub-test

Group Size:

This test may be administered individually or in a group of two to three students. If the latter is used, test proctors may be needed.

Format and Administration:

A pre-test is given for Form T to be assured that the student understands "yes" and "no" responses and can work them appropriately. Part I of the pre-test consists of ten (10) items with immediate feedback as to the correctness of the student's response. Part II consists of twenty (20) items with no feedback.

Each of the nine (9) sub-tests are administered orally. The student is required to mark an "x" on the correct answer. No reading is required by the student except when it is critical to the skill (e.g., reading a traffic sign).

Discussion may follow each sub-test.

Scoring:

On the pre-test, a minimum of fifteen (15) correct responses are required. On each of the nine (9) sub-tests the sub-test is considered invalid if more than five (5) items are omitted;

if five (5) or less items are omitted, they are counted as incorrect. The raw score is the total correct for each sub-test. Determine the percentage of correct responses for each sub-test and the total battery.

Interpretation of Scores: One method is to compare the individual's scores with scores of other students in a similar group who were tested (e.g., same grade, ability, age). Determine the mean and median scores. Another method is to compare the student's scores with the two reference groups (i.e., group home students and moderately retarded school students). A standard between 80 - 100% is to be established by the examiner.

Use of Information: The examiner is recommended to do a task analysis of the student's responses to develop an educational career program. (A description of this is included in the User's Guide.) Student progress on the objectives derived from the task analysis is then used to evaluate student progress.

Picture Interest Exploration Survey (PIES)

developed by Elizabeth F. Mahoney

photography by Thomas J. Ryan, 1974

Ordering Information:
Education Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

Target Population:
Seventh(7th) grade through adult (including special education, especially deaf and educable mentally handicapped persons)

Areas Assessed:
This instrument is designed to survey career interests in thirteen (13) career clusters, each of which includes twelve (12) specific careers. The career clusters are as follows:

- Industrial production
- Office occupations
- Service occupations
- Education and related
- Sales occupations
- Construction occupations
- Transportation occupations
- Scientific and technical
- Mechanics and repairs
- Health occupations
- Social scientists and services
- Art, design, and communications
- Agriculture occupations

Materials:
160 Color Slides on 2 Carousel Slide Trays
Slide Projector and Screen
Audio and Cassette Tape
Cassette Tape Player

Student NCR Response Sheets
Manual for Students, Teachers, and Counselors
2 Sets of Career Reference Cards
Pencil

Time: Approximately 30 minutes (using an 8-second interval between slides). One or two sessions.

Group Size: Individually to a large group.

Format and Administration: This assessment can be administered in several different ways:

1. Self-administered - The subject reads the directions which are also included on the audio tape.
2. Caramate method - The administrator gives an introduction, then begins the automatic caramate slide projector and audio tape. (This method is to be used for individuals or small groups.)
3. Slide-tape method - The administrator explains the purpose; the tape explains the directions.
4. Slide method - The administrator explains the purpose and reads the directions. (This method is to be used when no tape player is available, the tape cannot be heard, or the 8-second time interval is inappropriate.)

Using any of the above methods, the subject circles the numbers of the pictures which he thinks he might like to perform.

Scoring:	The subject scores his own responses by counting and recording the number of items circled in each row.
Interpretation:	The rows with the highest scores indicate those career clusters in which the subject is most interested and/or knowledgeable, how scores should be explored to determine whether they are due to lack of interest or lack of knowledge.
Use of Information:	These results may be used for educational and career exploration and planning.

The Self Directed Search For Educational And Vocational Planning, Form E

John L. Holland, 1979

Ordering Information:	Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, California 94306
Target Population:	Secondary school and adults
Areas Assessed:	Based on the examinee's self perception of his job interests, desired activities, obtained or desired competencies, specific occupational interests, and abilities in six (6) areas (Mechanical, Scientific, Artistic, Teaching, Sales, and Clerical), this instrument indicates specific job titles which can be further explored.
Materials:	Test booklet The Occupations Finder or The Jobs Finder Pencil Optional: Dictionary of Occupational Titles (DOT)
Time:	Untimed; examinee sets his/her own pace
Group Size:	Individual or in a group with each examinee working independently
Format and Administration:	Students read the directions and respond by: (1) writing job titles in which they have been or are interested, (2) checking "yes" or "no" to

specific likes, competencies, and job interests, and

(3) rating their abilities on a scale from one (1) to six (6) in six (6) different areas.

Scoring: Students count and record the number of "yes" responses for each set, record their ratings, then add the four (4) scores for each of the six (6) areas. They then record the letter under the two (2) largest sums to obtain a summary code. The student matches his summary code with those in the Jobs Finder (or Occupations Finder) and writes the job titles in his/her booklet.

Use of Information: The student may use these job titles for further career exploration via teacher, counselors, state employment services, library research, and persons involved in the specific occupations. For older persons, summer, part-time, or volunteer work is suggested.

Judgement of Occupational Behavior Orientation (JOB-O)

Arthur Cutler, Francis Ferry
Robert Kauk, and Robert Robinett, 1978

Ordering Information: Career Materials
P. O. Box 4
Belmont, California 94002

Target Population: Intermediate grade levels for self and career awareness; secondary, college and adult levels for job decision-making

Areas Assessed: This instrument is designed to compare student interests with job titles. A listing of 120 job titles are included. (These are based on those considered by the U. S. Department of Labor to be in demand for the next decade and the listing is up-dated every two years.) These job titles are classified into the following thirteen (13) job cluster areas:

- Art/Communication/Design
- Construction
- Education
- Health
- Industrial
- Mechanic and Repair
- Office
- Sales
- Science and Technology
- Service
- Social Scientist
- Social Service
- Transportation

Materials:	JOB-O Manual JOB-O Student Booklet Student Response Insert Pencil Optional Materials: The JOB-O Dictionary which includes job definitions, related job titles, unusual jobs and eleven (11) job characteristics. The Major-Minor Finder which is designed for college-bound students and includes jobs related to majors, job outlook, college information regarding the majors, and the skills and interests required.
Time:	Approximately 45 minutes plus an additional 15-20 minutes for the job titles research
Group Size:	Individual, class-environment, or a group activity situation
Format and Administration:	The student is to read the directions, questions, and answer choices then write the number of his/her chosen answer (from 1-6) on the response insert sheet. Using a chart, the student is to match his/her nine (9) responses with the chart and record those with five (5) or more matches. Of those recorded, the student chooses three (3) job titles to research from another chart which includes number of people employed, yearly number of job openings, salary/wage range, job outlook, training required, and job cluster. From this information the student chooses one job title to research through other information or personnel.

California Occupational Preference System II, COPS, Intermediate Inventory

Robert R. Knapp and
Lila Knapp, 1976

Ordering Information:
EDITS
P. O. Box 7234
San Diego, California 92107

Target Population:
Elementary to secondary grade levels (approximately grades 5 - 9)

Areas Assessed:
Student interests are compared to the categories' educational plans, preferred school subjects, selection of leisure-time activities, and qualities preferred in a job and the work environment. The fourteen (14) occupational clusters include the following:

- Science, professional
- Science, skilled
- Technology, professional
- Technology, skilled
- Consumer Economics
- Outdoor
- Business, professional
- Business, skilled
- Clerical
- Communication
- Arts, professional
- Arts, skilled
- Service, professional
- Service, skilled

Materials:
Student Response Booklet
Manual
Pencil

Optional materials:

COPS II Visuals for a viewgraph presentation

Auxiliary materials:

Cluster charts (wall or pocket size) "which present sample occupations relating to each occupational cluster, and to school subjects", as well as a reference for career exploration

Career Briefs Kit includes over 400 occupation cards describing the occupation, training, qualifications, salary ranges, projected economic demand, and sources of further information

Career Cluster Booklets include "detailed information on each COPS system occupational cluster"

Time:	Untimed; but approximately 20-30 minutes
Group Size:	Individual or class
Format and Administration:	Directions may be read orally by the examiners, read silently by students, and/or read in conjunction with the visual transparencies.
Scoring:	Students choose and mark their answer, then mark ("x") all the circles with the same letter or numeral as their response. Students then count the number of marked circles for each of the fourteen (14) rows and choose the cluster title with the highest score.

Interpretation: For each of the fourteen (14) occupational clusters, the following information is included:

- activities involved in the occupation
- related courses of study
- suggested activities to explore the area
- specific occupations by sub-category

Use of Information: Specific occupations or occupational categories may be further explored through:

(1) student involvement in the suggested activities,

(2) research in the Occupational Outlook Handbook (OOH) or the Dictionary of Occupational Titles (DOT),

(3) discussion and guidance from a career counselor, and/or

(4) discussion with persons knowledgeable about the occupational area of interest.

Program For Assessing Youth Employment Skills (PAYES), 1979

Ordering Information:

Educational Testing Service
Princeton, New Jersey 08541
or
Cambridge Book Company
A New York Times Company
888 Seventh Avenue
New York, New York 10019

Target Population:

Adolescents and young adults with low verbal skills

Areas Assessed:

The seven (7) sub-tests identify strengths and weaknesses related to finding and keeping a job.

Booklet I - Attitudinal Measures

- Job Knowledge
- Job-Seeking Skills
- Practical Reasoning

Booklet II - Cognitive Measures

- Job Knowledge
- Job-Seeking Skills
- Practical Reasoning

Booklet III - Vocational Interest Inventory (including Aesthetic, Business, Clerical, Outdoor, Service, Science and Technical)

Materials:

Test Booklets I, II, and III
Administrator's Manual
Individual Profile Forms
User's Guide
Number 2 pencils with erasers

Time:	Untimed; approximately 75 minutes for total test
Group Size:	A maximum of twenty (20) students
Format and Administration:	It is recommended that the total test be given in one session with breaks provided between each booklet. This instrument may be given in two sessions if necessary. The booklets are to be given in sequence. The examiner reads orally all questions, answer choices, dialogues, captions, and descriptions of drawings. The student is given three to five multiple choice answers and marks his/her choice by coloring in an oval space.
Scoring:	Hand scored - using the PAYES Individual Profile
Interpretation:	The scores are used as an initial diagnosis of the skills and attitudes of students preparing for entry-level employment. Those students who score in the high range would be considered to have an understanding of the concepts included in the six (6) areas covered in Booklets I and II, (A more detailed description of each sub-test is included in the User's Guide.) and a vocational interest in the higher scored clusters of the inventory in Booklet III.

Use of Information:

Low scores in Booklets I and II would be indicative of students who need further knowledge and skill development for an entry-level job. Suggested activities for further development in low areas are included in the User's Guide.

The Vocational Interest Inventory may be indicative of the student's knowledge and/or interest in the seven (7) job clusters. This information is to be used in conjunction with other available knowledge about the student to plan further job investigation.

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